

CHAPTER
BENCHMARKS

SS.8.A.1.3 Analyze current events relevant to American History topics through a variety of electronic and print media resources.

SS.8.A.4.1 Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/ Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

SS.8.A.4.2 Describe the debate surrounding the spread of slavery into western territories and Florida.

SS.8.A.4.4 Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

SS.8.A.4.5 Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

Chapter Overview

During the early 1800s, manufacturing played a stronger role in the American economy. The rise of industry and trade led to the growth of cities. With more improvements in transportation, people began moving westward across the continent. This westward movement would affect the nation's economy and politics.

As the nation grew, people who lived in different sections of the country disagreed about national policies. This sectionalism would divide the nation.

WHAT I NEED TO KNOW

TERMS

- cotton gin
- interchangeable parts
- patent
- capitalism
- free enterprise
- capital
- census
- turnpike
- canal
- lock
- sectionalism
- monopoly
- interstate commerce
- Robert Fulton
- Erie Canal
- Henry Clay
- Missouri Compromise
- Monroe Doctrine

PEOPLE, PLACES, EVENTS

- Industrial Revolution
- Eli Whitney
- Francis Cabot Lowell
- Daniel Boone

CHAPTER 11

Growth and Expansion

CHAPTER BENCHMARKS, *continued*

SS.8.A.4.6 Identify technological improvements (inventions/inventors) that contributed to industrial growth.

SS.8.A.4.7 Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.

SS.8.A.4.10 Analyze the impact of technological advancements on the agricultural economy and slave labor

SS.8.A.4.13 Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden

[1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

SS.8.A.4.18 Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other

key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

SS.8.E.2.2 Explain the economic impact of government policies.

SS.8.G.4.1 Interpret population growth and other demographic data for any given place in the United States throughout its history.

SS.8.G.4.3 Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

SS.8.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations.

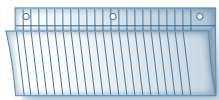


Growth and Expansion

Make a three-tab Foldable as shown below. Label the tabs *Economy*, *Moving West*, and *Unity and Sectionalism*. Under the tabs, explain how each topic affected the nation. On the back, sketch an outline map of the United States and note how the boundaries of the United States changed during this time resulting in three distinct sections – North, South, and West.

Step 1

Fold a sheet of paper in half, leaving a 1/2-inch tab along one edge.



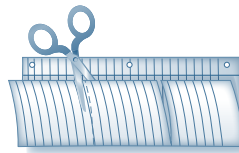
Step 2

Then fold the paper into three equal sections.



Step 3

Cut along the folds on the top sheet of paper to create three tabs.



Step 4

Label your Foldable as shown.



LESSON 1 SUMMARY

A Growing Economy

SS.8.A.4.6, SS.8.A.4.7, SS.8.A.4.10, SS.8.E.1.1, SS.8.E.2.1

1. DETERMINING CAUSE AND EFFECT

Copy the cause-and-effect diagram on another piece of paper. Then fill it out to show why New England's physical geography made it an early site for industry.

Cause	Effect
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

2. IDENTIFYING STEPS IN A PROCESS

Describe how the cotton gin and interchangeable parts made production more efficient.

Industrial Growth

Until the mid-1700s, many people in the United States lived and worked on farms. If they needed something, they usually made it themselves using simple tools. That changed when people discovered new ways to make goods.

In Britain, inventors discovered a way to make machines that could be used in cloth making. The machines were powered by running water. Mill owners built mills along rivers and hired people to tend the machines. Gradually, many people stopped working in their homes and on farms and moved to cities to work in the mills and earn money.

The Industrial Revolution in the United States

This period when people began leaving their farms and moving to the cities to take factory jobs is called the Industrial Revolution. The Industrial Revolution was a major turning point in history because it changed peoples' lives in many ways. It reached the United States around 1800.

The first changes began in New England. Because the region had poor soil, farming was difficult. People looked for other kinds of work to earn a living. This area had many rivers and streams, so it could use waterpower to run factory machines. It also had good ports to ship in the materials needed to make cloth and then to ship out cloth to other places.

New Inventions

The changes brought about by the Industrial Revolution were a result of many new inventions. In addition to the machines that made thread and power looms that wove thread into cloth, other machines followed.

Inventor Eli Whitney created the **cotton gin**. This machine quickly removed seeds from picked cotton and resulted in a huge increase in cotton production. Whitney also came up with the idea of **interchangeable parts**. These were identical parts that could be put together quickly to make a complete product. This allowed companies to make goods faster, and it also lowered the prices of the goods.

LESSON 1 SUMMARY, *continued*

Enslaved people on plantations use the cotton gin to remove seeds from picked cotton.

Library of Congress Prints and Photographs Division [LC-USZ62-103801]

The Rise of Factories

To protect the rights of inventors, Congress passed a **patent** law in 1790. A patent gives inventors the legal rights to their inventions. The law meant they were the only people who could make money from their inventions.

However, this law only applied to inventions in the United States. Some British laws protected inventors, but workers from Britain managed to bring their secrets to the United States anyway.

One British worker, Samuel Slater, memorized the designs of the machines in the factory where he worked. In the 1790s, he built copies of the machines in the United States. His mill helped start the Industrial Revolution in America.

Francis Cabot Lowell made improvements to Slater's mill. Lowell made thread but also wove the thread into cloth at his mill. This system, in which all manufacturing steps are brought together in a single place, is called the factory system.

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LESSON 1 SUMMARY, *continued*

3. EXPLAINING How does competition among businesses provide benefits to consumers?

4. RECOGNIZING RELATIONSHIPS How did the cotton gin lead to an increase in slavery in the southern states?

Free Enterprise

The economic system of the United States helped industry grow. **Capitalism**, or a **free enterprise** system, allows businesses to operate with little government interference. People and businesses are free to own property and decide how to use it to make a profit. They control **capital**, which includes the buildings, land, machines, money, and other things needed to run a business.

In a free enterprise system, businesses compete for customers by offering low prices and high quality. This competition pushes businesses to improve.

Agriculture Grows

Even though many people moved from their farms to work in factories, most people still worked in agriculture in the early 1800s. As people moved West, they found rich farmland. North of the Ohio River, many farmers raised pork and cash crops such as corn and wheat.

As textile industries grew in New England and Europe, more cotton was needed. As a result, cotton production in the South rose sharply. The cotton gin made it faster and easier to clean cotton. Between 1790 and 1820, cotton production soared from 3,000 to 300,000 bales per year in the South. As cotton production grew, it also led to a need for more enslaved laborers. Between 1790 and 1810, the number of enslaved Africans in the United States rose from about 700,000 to 1.2 million.

Economic Independence

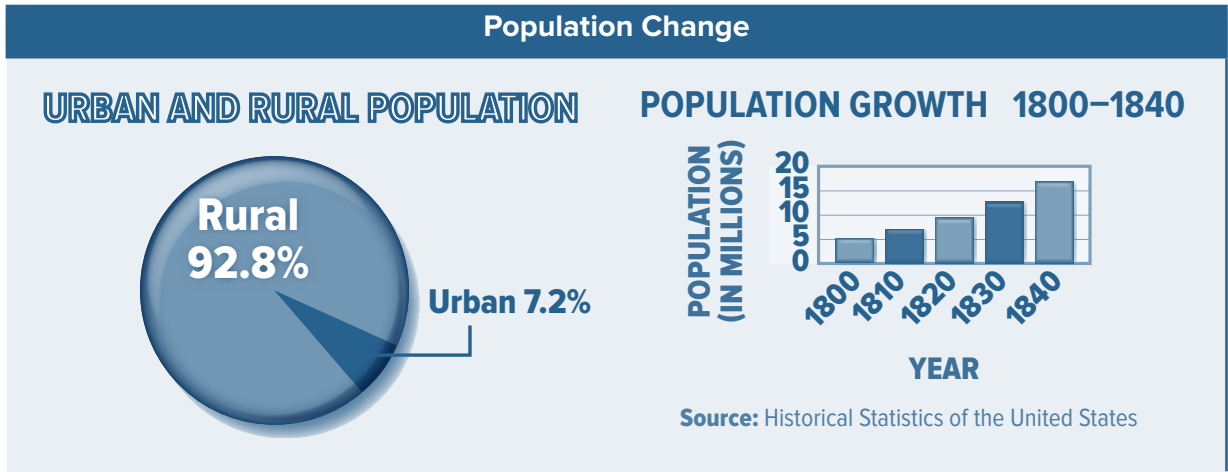
During this time, more people began to invest money in small businesses to make profits. Large businesses, or corporations, also began to develop. Corporations are companies owned by more than one person. A corporation sells stock, or shares of ownership, in the company in order to raise the money to build the business. The rise of these large corporations helped drive the industrialization of the country.

Cities Grow Up

As more people left their farms to work in factories, America's cities began to grow. Many cities developed along rivers because the water could be used to power factory machines. Businesses could also ship their goods to market more easily.

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LESSON 1 SUMMARY, *continued*



Some cities, such as New York and Boston, became centers of shipping and trade. River cities farther west, such as Cincinnati, Pittsburgh, and Louisville, grew into important trade centers for shipping farm products.

Early cities were made up of brick and wood buildings with dirt streets. Because there were no sewers to carry waste, diseases such as cholera and yellow fever were common. Fire was also a danger because of the many wooden buildings. Fires spread quickly and few cities had fire departments.

However, people who moved to cities enjoyed some advantages. Cities offered jobs with steady wages, as well as libraries, museums, and shops.

ANALYZING VISUALS

5. As industry grew, the population of the United States shifted and grew. Based on the graph, if the total population in 1820 was about 10 million, how many of those people lived in cities?

6. CITING TEXT

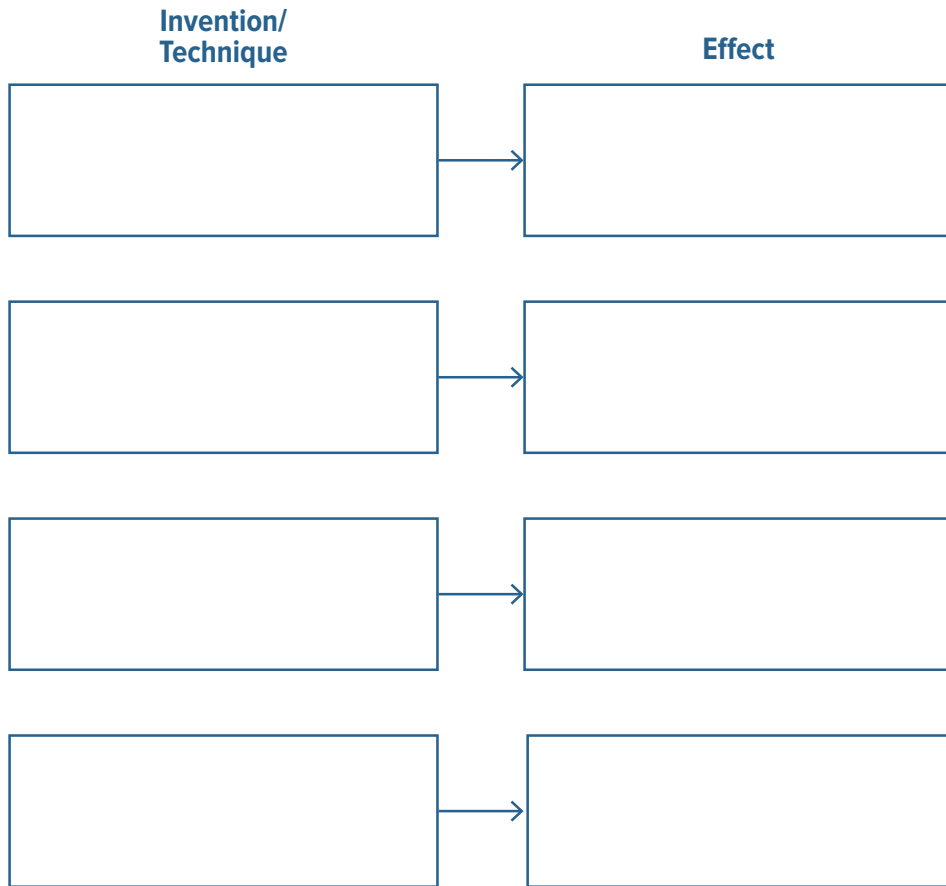
EVIDENCE Underline the advantages and circle the disadvantages of city life during this period.


LESSON 1 SUMMARY, *continued*



REVIEW LESSON 1

1. Complete the cause-and-effect diagram below or create your own diagram to show the effects of inventions and new techniques on industrial growth in the United States.



2.  **DETERMINING CAUSE AND EFFECT** The Industrial Revolution is called a revolution because of the great changes that resulted from it. Write a short essay to explain how the Industrial Revolution in the United States would have changed peoples' daily lives. Discuss how their work, home, family life, leisure time activities, and relationships with other people might have been affected and why.

LESSON 2 SUMMARY

Moving West

SS.8.A.1.3, SS.8.A.4.5, SS.8.A.4.6, SS.8.A.4.8, SS.8.G.4.1, SS.8.G.4.3, SS.8.G.6.2

Headed West

In 1790 the first census was completed in the United States. A **census** is an official count of the population. The census showed that the population of the country was nearly 4 million people. At this time, most people still lived in the eastern United States between the Atlantic Ocean and the Appalachian Mountains. As more people set their sights on the West, that pattern began to change.

Daniel Boone and the Wilderness Road

Traveling west was not easy in the 1790s and early 1800s. Daniel Boone, an early western pioneer, made the trip a little easier for pioneers. He explored a Native American trail in the Appalachian Mountains and discovered a gap—now called the Cumberland Gap. It was in the mountains near what is now Kentucky. In 1775 he hired a group of men to clear and mark the trail. The trail came to be known as the Wilderness Road. It would serve as a southern highway linking the eastern states to the West.

Building Roadways

As industry grew and more people decided to move west, the United States needed more ways to move goods and people. Some private companies built **turnpikes**, or toll roads. They used the tolls to pay for building the roads.

In 1803 when Ohio became a state, it asked the federal government to build a national road to connect it to the East. Congress agreed and work began in 1811. The road eventually stretched from Cumberland, Maryland, through Ohio to Vandalia, Illinois.

1. MAKING INFERENCES

As the population of the United States grew, why do you think more people wanted to move west?

LESSON 2 SUMMARY, *continued*



Population in Ohio, Indiana, and Illinois			
Year	Ohio	Indiana	Illinois
1800	45,465	5,641	—
1810	230,760	24,520	12,282
1820	581,434	147,178	55,211
1830	937,903	343,031	157,445

Source: United States Census Bureau

ANALYZING MAPS

2. The National Road was completed in 1837. Use the map scale to determine its approximate length.

3. **IDENTIFYING EVIDENCE** How did Fulton's steamboat improve river travel?

Traveling on Rivers

Many people chose to travel by river instead of using rough and bumpy roads. Large boats and river barges could also carry larger loads of products than wagons could. There were two drawbacks, however. Most rivers flowed north to south, so people traveling east to west could not use them. Also, traveling downstream, or with the flow of a river, was fast and easy. However, going upstream, or against the current, was often hard and slow.

The *Clermont's* First Voyage

At the time, some boats used steam engines to give them more power, but they were still not strong enough to move against the current or winds. In 1807 Robert Fulton developed a steamboat with a more powerful engine. It was called the *Clermont*. It traveled north on the Hudson River from New York to Albany in record time. A trip that normally took four days was completed in 32 hours.

Steamboats completely changed river travel. Now people and goods could be moved faster and more cheaply than ever before. Many river cities, such as Cincinnati and St. Louis, grew rapidly as steamboat traffic increased.

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LESSON 2 SUMMARY, *continued*

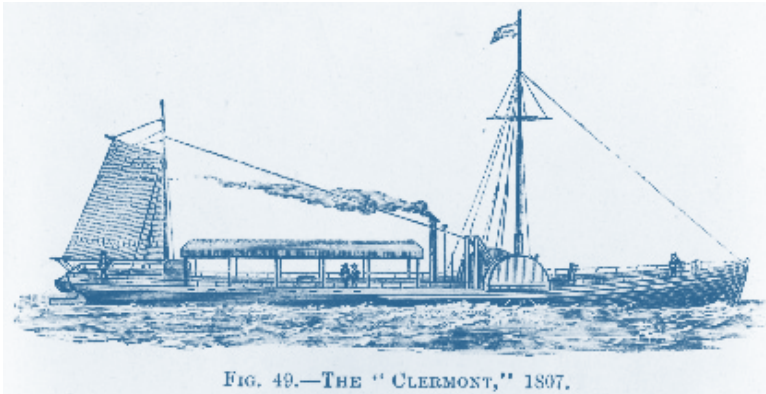


FIG. 49.—THE "CLERMONT," 1807.

In 1807 the *Clermont* steamed up the Hudson River from New York City to Albany.

4. DETERMINING CAUSE AND EFFECT

How did canals help improve the economy?

The Erie Canal

Although steamboats were important for travel on major rivers, there were no major rivers linking the East and West. To open up more routes, some business owners and the government came up with a plan to link New York City with the Great Lakes. Led by DeWitt Clinton, they decided to build a canal across New York. A **canal** is an artificial waterway.

Thousands of workers, mostly Irish immigrants, were hired to build the Erie Canal. The canal would extend 363 miles to connect the Hudson River with the city of Buffalo on Lake Erie. Workers would have to build a series of **locks**, or separate compartments along the canal, to raise and lower the water level. Locks would help boats pass through areas with different elevations. After more than eight years of hard work and many deaths from accidents, the workers completed the canal in 1825.

In the beginning, no steamboats were allowed on the canal. Their engines damaged the banks of the canal. Instead, teams of mules or horses pulled the boats and barges along the canal. This type of travel was still faster than traveling by wagon. By 1840, however, the canal banks were made stronger. Steam tugboats could then be used to pull the barges.

By 1850 the United States had more than 3,600 miles of canals. Canals lowered the cost for shipping goods, helped towns along their routes to grow, and linked many regions of the country.

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LESSON 2 SUMMARY, *continued*

The Move West Continues

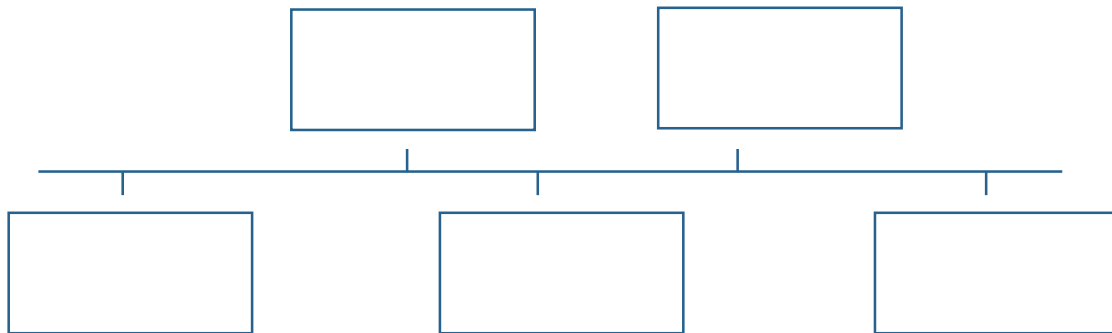
By 1821 the United States had added nine new states. Almost 2.4 million people now lived west of the Appalachian Mountains. Most people moved to the West in search of a better life. Many settled along rivers so they could ship crops and goods to markets.

Many people settled in communities with others from their home states. They often gathered for social events such as wrestling matches, cornhuskings, and quilting and sewing parties. As people moved West, they helped spread the American culture and way of life.



REVIEW LESSON 2

1. Create a time line like the one below to show the dates and developments in transportation that helped improve life in the United States.



2. **INFORMATIVE WRITING** Select one of the events from your time line and write a newspaper article that might have been written about this event during the time period. Do research on the Internet to gather more information. Your article should describe the event and explain the impact it will have both locally and nationally. For your article, create a character who might have been interviewed about the event at the time, such as a politician, worker, or local resident. In the article, use several quotes demonstrating the personal views your character might have had about the event.

LESSON 3 SUMMARY

Unity and Sectionalism

SS.8.A.4.1, SS.8.A.4.2, SS.8.A.4.8, SS.8.A.4.13

National Unity

After the War of 1812, there was a feeling of national unity in the United States. A Boston newspaper called the period the Era of Good Feelings. President James Monroe was the new president and had easily won the 1816 election. He urged the federal government to guide the growth of trade and industry. Republicans, who had once supported states rights, now favored more federal power.

Henry Clay's American System

Republican Henry Clay of Kentucky was the Speaker of the House. Clay proposed a new program to help the nation grow. It was called the American System. The program would create higher tariffs, a new Bank of the United States, and internal improvements, such as the building of roads, bridges, and canals. Many congressional leaders did not agree with Clay's proposals, but some of his ideas for the American System did become law.

The Second Bank of the United States

The charter for the First Bank of the United States ended in 1811. Congress let the bank die. When this happened, many states began making loans. This put too much money in circulation and led to inflation, or an increase in prices. Then, in 1816, President Madison signed a bill to create the Second Bank of the United States. The new bank restored order to the money supply and helped businesses grow.

New Tariffs

Inflation was not the only problem with the American economy. After the War of 1812, many Americans were buying goods from Britain instead of American products. The goods were better quality and cheaper than American goods.

1. CITING TEXT

EVIDENCE Underline the features of Henry Clay's American System.

2. DETERMINING CAUSE AND EFFECT

How would higher tariffs on British goods protect American businesses?

LESSON 3 SUMMARY, *continued*

3. DEFINING Write a definition for the term *sectionalism*. Give an example of sectionalism in the United States today.

4. EVALUATING How did the Supreme Court show that it supported the powers of the national government over the states in *McCulloch v. Maryland*?

To protect America’s growing industries, manufacturers asked the government to impose high tariffs on British goods. Congress passed the Tariff of 1816. Merchants now had to pay a tariff on imported goods, and the price of imported goods rose. This encouraged people to buy American-made goods.

Congress also passed protective tariffs in 1818 and 1824. Some Americans, especially southerners, were angry about the new tariffs. The South did not have many factories. Many people thought the tariffs only protected Northern manufacturers. In addition, it raised the prices for the goods they had to buy.

Growing Sectionalism

By 1820 the Era of Good Feelings was coming to an end. There were many disagreements about government policies in different regions of the country. Most Americans were loyal toward the region where they lived—the North, the South, or the West. Different parts of the country had different goals and interests. This rivalry was called **sectionalism**.

The North, the South, and the West each had a voice in Congress in the early 1800s. Henry Clay represented the West. John C. Calhoun of South Carolina spoke for the South. Daniel Webster of Massachusetts spoke for the North. Each leader tried to protect the interests of his section of the country.

Nationalism and the Supreme Court

During this period, the Supreme Court supported the powers of the national government over the states. In 1819 the Supreme Court heard a case in which the state of Maryland was trying to tax the national bank. In *McCulloch v. Maryland*, the Court declared the Maryland tax unconstitutional. Chief Justice John Marshall argued that the Constitution and the federal government received their authority directly from the people, not by way of the state governments.

In addition, this ruling also increased the powers of Congress. It said that Congress had the authority to create any law to help it carry out its duties as set forth in the Constitution. This included issuing money, borrowing money, and collecting taxes.

LESSON 3 SUMMARY, *continued*

In 1824 the Court ruled again in favor of federal power over state power in *Gibbons v. Ogden*. In this case, the state of New York had granted a monopoly to a steamship operator running ships between New Jersey and New York. A **monopoly** is the total control of a type of industry by one person or company. The Court said that only Congress had the power to make laws governing **interstate commerce**, or trade between states. Many people who favored states' rights did not agree with the Court's rulings.

The Missouri Compromise

In 1819 a conflict arose between Northern and Southern states. The Missouri Territory asked Congress for admission as a state. They wanted to be admitted as a slave state. This meant that the practice of slavery would be legal in the state. Some members of Congress believed Missouri should enter the Union as a free state. Southerners disagreed, as this would swing the balance of power to the free states.

Henry Clay proposed a plan to settle the disagreement. His Missouri Compromise called for Missouri to be admitted as a slave state. In exchange, another new state, Maine, would be a free state. This would keep an equal number of slave and free states and an even balance of power in the Senate.

The Missouri Compromise also proposed a way to handle slavery in the rest of the Louisiana Purchase territory. It drew a line along the southern boundary of Missouri. Slavery would be allowed south of the line but not north of the line.

The Missouri Compromise settled this disagreement between different sections of the country. However, it was just a temporary solution. Sectionalism would continue to grow between the regions.

Foreign Affairs

The Louisiana Purchase in 1803 had doubled the size of the United States. However, the boundaries of the purchase caused problems for many years. Some people thought the purchase included West Florida. This was a strip of land between Louisiana and what is today the Alabama-Florida border. Spain, however, did not give up this region after the purchase.

5. PREDICTING

Why do you think the Missouri Compromise was considered to be only a temporary solution?

LESSON 3 SUMMARY, *continued*

6. MAKING CONNECTIONS

How did the Louisiana Purchase relate to the lands of Florida? Describe the actions of the United States related to Florida in the early 1800s.



Henry Clay presented a compromise that balanced the number of slave and free states.

Some Americans decided to capture this area. In 1810 they captured a Spanish fort in present-day Baton Rouge, Louisiana. They declared independence for the “Republic of West Florida.” During that same year, President Madison claimed Florida from the Mississippi River to the Perdido River as part of the Louisiana Purchase. Because Spain was already at war with France, it decided not to take action against the United States. In 1813 the United States took another part of West Florida between the Pearl and Perdido Rivers.

Spain held the rest of Florida. Enslaved people often fled to Florida because the United States could not arrest them there. Some Native Americans, the Creek, also moved to West Florida after American settlers took their lands. The two groups united and called themselves *Seminole*, meaning “runaway.”

Yale University Art Gallery

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LESSON 3 SUMMARY, *continued*

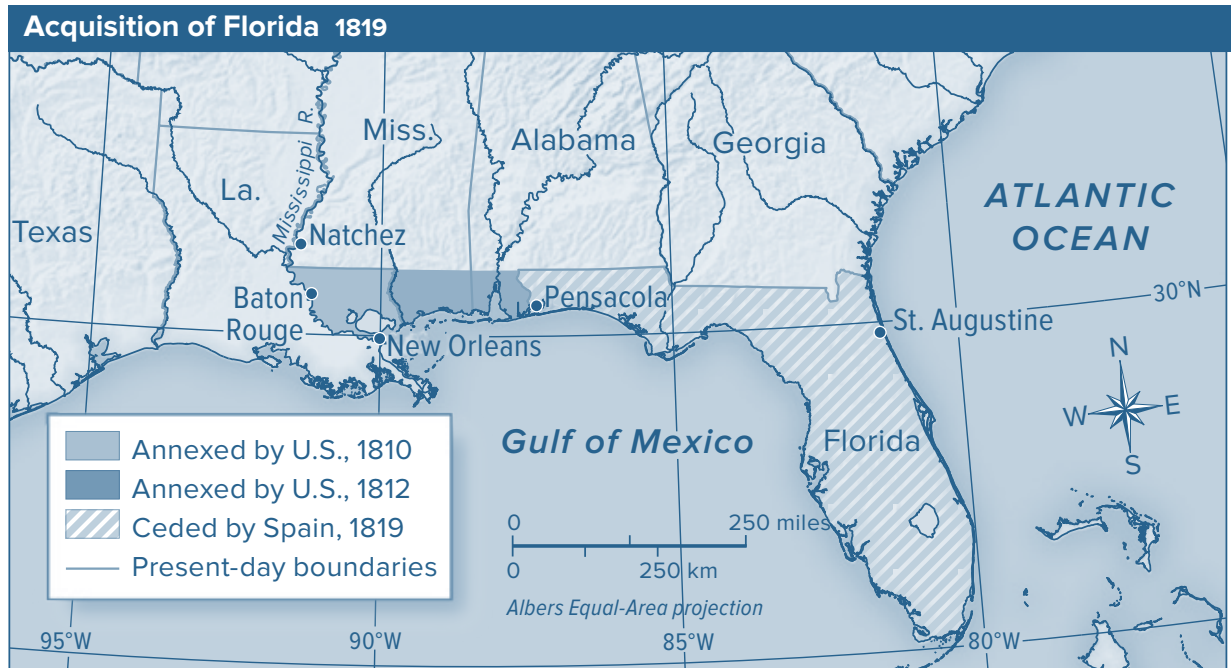
The Invasion of Florida

The Seminoles and Americans from Georgia fought many battles along the Florida border. In 1818 General Andrew Jackson was sent to stop the Seminole raids in Spanish East Florida. He seized St. Marks and Pensacola.

The Spanish were angry but knew that the Americans would eventually take over Florida. They agreed to sign the Adams-Onís Treaty in 1819. The treaty gave East Florida to the United States, and Spain gave up its claims to West Florida. In 1821 the Spanish flag was lowered for the last time in Pensacola and St. Augustine.

ANALYZING MAPS

7. The Spanish gave up Florida to the United States in 1819. What two Florida cities were given up by Spain in 1819?



Spain Loses Power

Spain was also losing power in other parts of its empire. In 1821 Mexico gained its independence from Spain. Simón Bolívar also led an independence movement that freed the present-day countries of Venezuela, Colombia, Panama, Bolivia, and Ecuador. José San Martín won freedom from Spain for Chile and Peru. By 1824 Spain had lost control of most of South America.

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LESSON 3 SUMMARY, *continued*

8. DETERMINING CENTRAL IDEAS

What message was the president sending to other countries when he issued the Monroe Doctrine?

The Monroe Doctrine

In 1822 some European countries wanted to help Spain take back its colonies in the Americas. President Monroe was worried about Europeans getting involved in the Americas. He was also concerned about Russia. He knew it wanted to control land in the Northwest.


In 1823 the president issued the Monroe Doctrine. It said the United States would not get involved in the internal affairs or wars in Europe or interfere with any existing European colonies in the Americas. However, it warned other countries that North and South America were now off limits to European colonization. This warning would set the tone for America’s foreign policy in the years to come.



REVIEW LESSON 3

1. Create a chart like the one below to list issues and events from the period that created disagreements among Americans and led to sectionalism and the decline of the Era of Good Feelings.

ISSUE/EVENTS LEADING TO DISAGREEMENTS	RESULT

2. ** SUGGESTING A SOLUTION** Consider the issues and events listed in your chart. Were there other possible outcomes to these issues or events that might have led to less sectional strife and the continuation of the Era of Good Feelings? In several paragraphs, describe how the government may have responded differently in these instances to maintain positive feelings in all parts of the country and among all groups of Americans.

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Benchmark Skill Activities

DIRECTIONS: Write your answers on a separate piece of paper.

LAFS.68.WHST.2.4, SS.8.A.4.1, SS.8.A.4.2

1. ANALYZING

Use your **FOLDABLES** to write an essay.

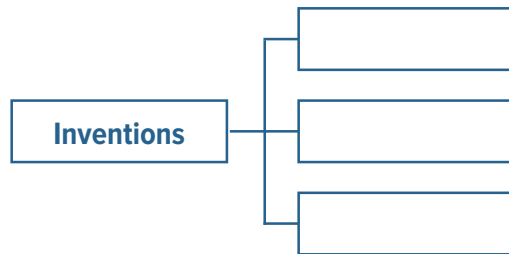
In an essay, explain why growing industrialization and westward expansion resulted in challenges and conflicts for the United States. Note why the Era of Good Feelings discussed in this chapter did not last.

LAFS.68.RH.1.3, LAFS.68.RH.2.5, SS.8.A.4.5; SS.8.A.4.6; SS.8.A.4.7; SS.8.A.4.10; SS.8.E.1.1; SS.8.E.2.1

2. DETERMINING CAUSE AND EFFECT

How did each of the following items lead to the growth of industry in the United States? Create several diagrams like the one below to record your answers.

- Inventions
- Factory system
- Transportation improvements
- Free enterprise system



BENCHMARK SKILLS ACTIVITIES, *continued*

LAFS.68.RH.3.7, LAFS.68.WHST.3.8, LAFS.8.SL.1.1, SS.8.A.1.3; SS.8.A.4.18; SS.8.A.4.4; SS.8.A.1.3; SS.8.G.1.1; SS.8.G.4.2; SS.8.G.4.3

3. SYNTHESIZING

Work in groups to create an illustrated time line and map that presents the history of the Seminole in Florida. Remember that the Seminole were not a single tribe. They were a group formed from the Creek and other Northern Florida and Southern Georgia natives, as well as enslaved Africans. Follow these steps:

- a. Form 5 groups.
- b. Select a time period between 1750 and today. Each group must select a different time period.
 - 1750–1800
 - 1800–1850
 - 1850–1900
 - 1900–1950
 - 1950–today
- c. Do research on the Internet to find information about what was happening to the Seminole during the time period you selected.
- d. As a class, decide if you will create your time line and map on a computer or on paper.
- e. Work with your group to create a design for your section of the illustrated time line. Then add dates, events, and illustrations to your time line. Number each entry.
- f. Draw or copy an outline map of Florida. On your map, show where each event on your time line occurred. (Use the numbers that you assigned to the events on your time line.)
- g. After your time line and map are completed, combine them with the time lines and maps of the other groups. Display or share your finished project.



Benchmark Note Cards

DIRECTIONS: Use these note cards to help you prepare for the test.

SS.8.A.4.1 Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

SPAIN LOSES POWER

- After several battles, Spain gave up its control of Florida to the United States in 1819 in the Adams-Onís Treaty.
- In 1821 Spain lost control of Mexico.
- By 1824 Spain has lost control of most of South America.

THE MONROE DOCTRINE

- Issued by President Monroe in 1823
- Monroe feared increased European involvement in North and South America
- Stated that the United State would oppose any new European efforts to establish colonies in the Americas
- Became a model for future American foreign policy

SS.8.A.4.2 Describe the debate surrounding the spread of slavery into western territories and Florida.

THE MISSOURI COMPROMISE

Issue: Southerners wanted Missouri, which was part of the Louisiana Purchase, to be admitted as a slave state. Northerners wanted it to be a free state.

Compromise: Missouri was admitted as a slave state and Maine as a free state. This preserved the balance of slave and free states. The agreement banned slavery in the remainder of the Louisiana Territory north of the 36°30' N parallel.

BENCHMARK NOTE CARDS, *continued*

SS.8.A.4.5 Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

TRANSPORTATION IMPROVEMENTS

Wilderness Road	Daniel Boone's trail through the Cumberland Gap that served as main southern highway from eastern states to the West (1775)
Turnpikes	Toll roads built by private companies for travel and to ship goods (late 1700s)
National Road	Built by federal government to connect Ohio, Indiana, and Illinois to the East (1837)
Invention of Steamboat	Built by Robert Fulton to allow for faster river travel (1807)
Erie Canal	Waterway built to connect the Hudson River with Buffalo on Lake Erie (1825)

SS.8.A.4.6 Identify technological improvements (inventions/inventors) that contributed to industrial growth.

THE INDUSTRIAL REVOLUTION

Period between mid-1700s and mid-1800s that was ushered in by new technology:

- Marked a turning point in the way people lived and worked
- People began producing goods with machines instead of by hand
- Textile industry was the first to use many of the new machines
- Many peoples' lives changed as they began to leave their farms in rural areas and move to cities to find jobs

NEW INVENTIONS AND DEVELOPMENTS

water frame and spinning jenny: spun thread

power loom: wove thread into cloth

cotton gin: invented by Eli Whitney; quickly and easily removed seeds from picked cotton

interchangeable parts: invented by Eli Whitney; identical parts that allow products to be assembled or repaired easily

factory system: using one location for all the manufacturing steps required to produce a product

BENCHMARK NOTE CARDS, *continued*

SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.

HENRY CLAY'S AMERICAN SYSTEM

Speaker of the House and Republican leader, Henry Clay, proposed the program known as the American System to spur the economy and increase the power of the federal government. He proposed:

- higher tariffs to make British goods more expensive
- a new Bank of the United States to restore order to the money supply and help businesses grow
- internal improvements: roads, bridges, and canals

SS.8.A.4.10 Analyze the impact of technological advancements on the agricultural economy and slave labor.

EFFECTS OF THE INDUSTRIAL REVOLUTION

- As more manufacturing jobs were created, many people began moving to cities from rural areas.
- The growth of factories and trade led to the growth of towns and cities.
- Inventions increased the number of products that could be produced and lowered their costs.
- The invention of the cotton gin greatly increased cotton production in the South, which led to an increase in slavery.
- Large corporations began to appear.

SS.8.A.4.13 Explain the consequences of landmark Supreme Court decisions (*McCulloch v. Maryland* [1819], *Gibbons v. Ogden* [1824], *Cherokee Nation v. Georgia* [1831], and *Worcester v. Georgia* [1832]) significant to this era of American history.

SUPREME COURT DECISIONS

<i>McCulloch v. Maryland</i> (1819)	Declared that Maryland's taxes on the Second Bank of the United States were unconstitutional; allowing such a tax gave the states power over the national government; strengthened the authority of Congress by allowing it to do more than what the Constitution authorized it to do, such as issue money, borrow money, and collect taxes
<i>Gibbons v. Ogden</i> (1824)	Disallowed the state of New York's granting a monopoly to a steamship operator running ships between New Jersey and New York; stated that only Congress had the power to make laws governing interstate commerce

VISUAL SUMMARY

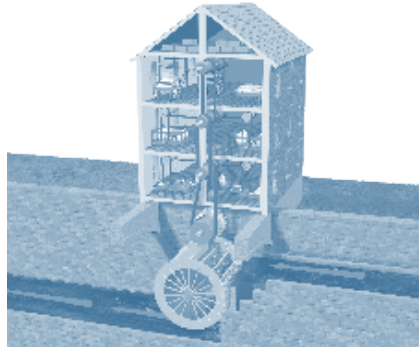
DIRECTIONS: Complete the following graphic organizers.

Growth and Expansion in the United States

Industrial Revolution

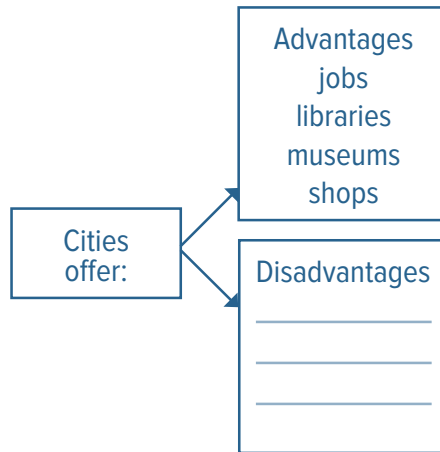
New Inventions

Thread & cloth-making machines



Growth of Cities

People move from farms to cities to take jobs



Westward Expansion

Transportation Improvements

Unity and Sectionalism

Era of _____

- ★ Strong nationalism

Sectionalism Grows

- ★ New tariffs divide the country
- ★ Supreme Court rulings
_____ strength of national government
- ★ Missouri statehood and issue of
_____ lead to debate, Missouri Compromise

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USING PRIMARY SOURCES

DIRECTIONS: Read the excerpt from the Missouri Compromise and answer the questions that follow.

SEC. 8. And be it further enacted. That in all that territory ceded by France to the United States, under the name of Louisiana, which lies north of thirty six degrees and thirty minutes north latitude, not included within the limits of the state, contemplated by this act, slavery and involuntary servitude, otherwise than in the punishment of crimes, whereof the parties shall have been duly convicted, shall be, and is hereby, forever prohibited: Provided always, That any person escaping into the same, from whom labour or service is lawfully claimed, in any state or territory of the United States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labour or service as aforesaid.

1. What is the phrase “all the territory ceded by France to the United States” describing?
2. According to the Compromise, what limits are placed on the geographical spread of slavery?
3. According to the Compromise, what will happen if an enslaved person escapes to the area described?
4. How do you think the terms of the Compromise noted in this excerpt might have appealed to both slave owners and those opposed to slavery?



Chapter Practice Test

DIRECTIONS: Circle the letter for the best answer for each question.

1

SS.8.A.4.1, SS.8.A.4.2, SS.8.A.4.4 (High)

What important balance did the Missouri Compromise maintain?

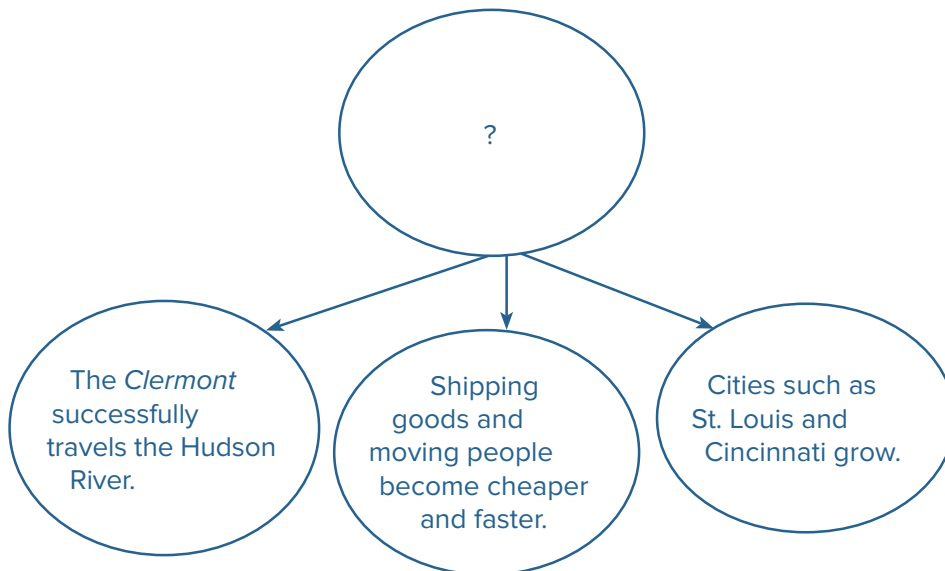
- A the number of enslaved persons and free people
- B the number of free states and slave states
- C the equal balance of trade between the North and the South
- D the equal populations of the North and the South

2

SS.8.A.4.5 (High)

Which phrase completes the following graphic organizer?

- A The Growth of Turnpikes
- B Canal Travel Expands
- C The Steamboat Era
- D The American System



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3

SS.8.A.4.7 (Moderate)

What were two reasons that the New England states were ideal for the development of early factories?

- A technology and nearby farms
- B interchangeable parts and patents
- C rivers and ports
- D good soil and tariffs

4

SS.8.A.4.10, SS.8.E.1.1 (Moderate)

Which of the following completes the list of effects of the introduction of the cotton gin?

Results of the Introduction of the Cotton Gin
Cotton production increased from 3,000 to 30,000 bales per year
Cotton planters moved west
The number of textile factories increased
?

- A the demand for enslaved workers increased
- B Plantation owners had more leisure time
- C The demand for cotton decreased
- D More Northern farmers began raising cotton



Chapter Practice Test, *continued*

5

SS.8.E.1.1 (Moderate)

What is the economic system called that allows private businesses to operate competitively for profit with limited interference by the government?

- A the factory system
 - B free enterprise
 - C federalism
 - D the American System
-

6

SS.8.G.4.1 (High)

What was the effect of industrialization on the population of the United States?

- A More people moved to Southern states to work in factories.
 - B Fewer people moved to urban areas.
 - C More people lived in urban areas than rural areas.
 - D More people began moving to cities.
-

7

SS.8.A.4.5 (Moderate)

Why was the National Road built?

- A to connect New York City to the Great Lakes region
- B to connect Ohio and other states to the East
- C to create a southern highway from the East to the West
- D to connect cities on the Mississippi River



Chapter Practice Test, *continued*

8

SS.8.A.4.1 (Moderate)

What was the purpose of the Monroe Doctrine?

- A** to limit European involvement in the Americas
 - B** to free Mexico and Florida from Spanish rule
 - C** to create a tariff to protect American businesses
 - D** to establish the boundaries of Florida
-

9

SS.8.E.1.1, SS.8.E.2.2 (High)

Why were Southern states against protective tariffs?

- A** Tariffs placed a higher tax on cotton plantations.
 - B** The South had few factories.
 - C** The British refused to buy their cotton.
 - D** Tariffs made slavery illegal.
-

10

SS.8.A.4.13 (High)

What was similar about the Supreme Court cases of *McCulloch v. Maryland* and *Gibbons v. Ogden*?

- A** Both involved issues that dealt with slavery.
- B** Both led to more power for the executive branch of the national government.
- C** Both supported a stronger federal government over state governments.
- D** Both would result in an amendment to the Constitution.